DOCUMENT RESUME

ED 298 227 UD 026 362

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TITLE	High School Development Center: An Alternative School for Ninth and Tenth Grades. Evaluation Report, 1986-87.
INSTITUTION	Detroit Public Schools, MI. Dept. of Evaluation and Testing.
PUB DATE	Dec 87
NOTE	57p.; For executive summary, see UD 026 361.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Academic Achievement; Behavior Problems; Experimental Programs; *Experimental Schools; Grade 9; Grade 10; *High Risk Students; High Schools; High School Students; *Program Effectiveness; Public Schools; *Remedial Programs; Student Problems; Truancy; Urban Schools
IDENTIFIERS	Detroit Public Schools MI; Michigan (Detroit)

ABSTRACT

The purpose of the High School Development Center, an alternative school in Detroit, Michigan, is to provide educational opportunities for 300 students identified as unsuccessful by principals of five high schools. Students in grades 9 and 10 are selected for the program if they exhibit two of the following: (1) very low academic achievement; (2) poor attendance; and (3) behavior problems. Evaluation of the Center was accomplished by analyzing and comparing trends in the number of violations of the Student Code of Conduct, attendance, and academic achievement of students at the Center with a carefully selected control group at the home schools, and by surveying students, parents, and teachers. Conclusions include the following: (1) no improvement was perceived in the safety and school climate at the home schools as a result of removing the students sent to the Center; (2) Center students showed greater improvement in academic achievement; (3) attendance rates for Center students decreased, while rates for the control group increased; (4) the rate of Code of Conduct violations for Center students was lower than the rate for the control group. Responses from staff, students and parents were incorporated into a list of 11 recommendations for program improvement. Extensive statistical data are included in 13 tables. (FMW)

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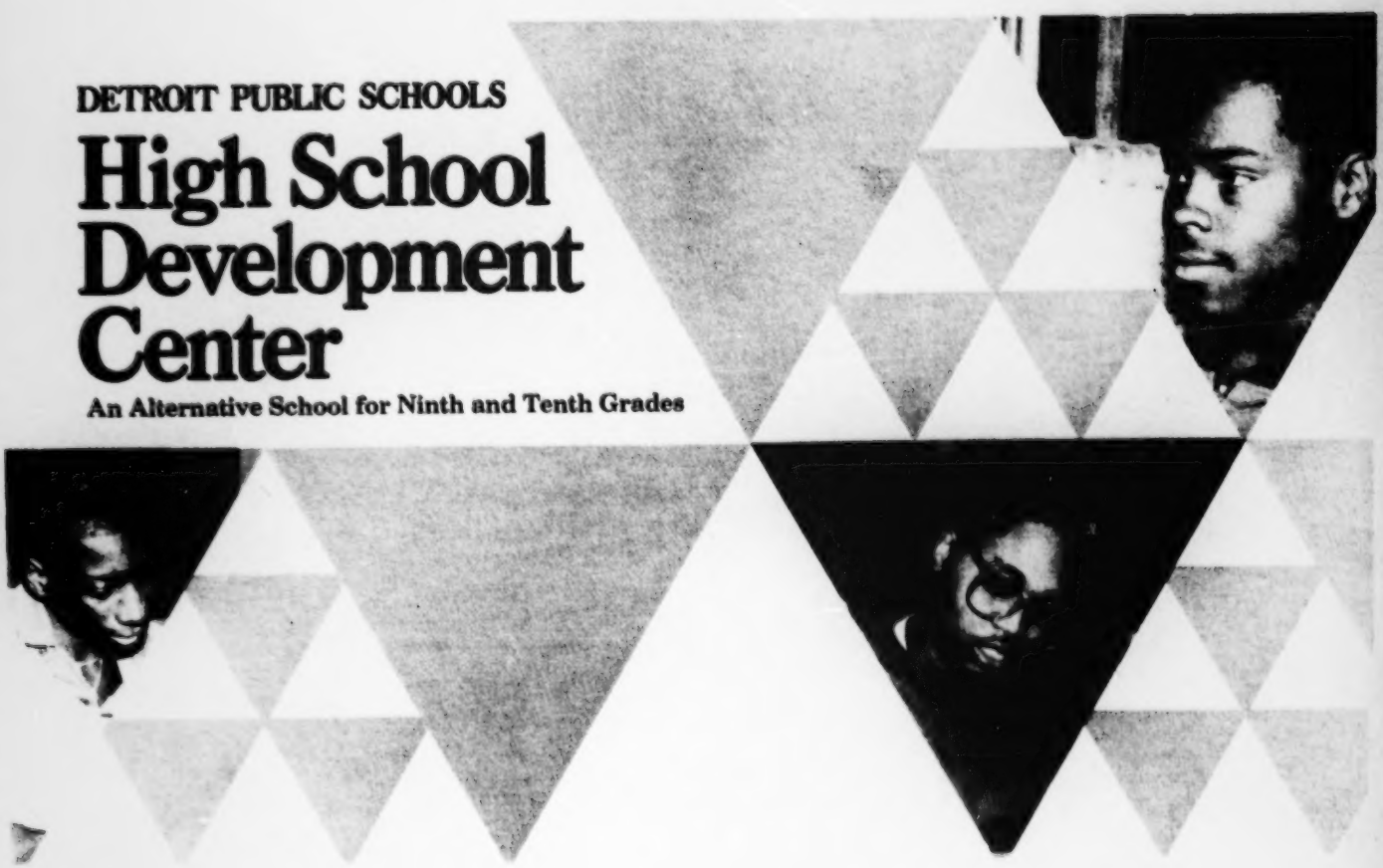
EVALUATION REPORT

1986-87

DETROIT PUBLIC SCHOOLS

High School Development Center

An Alternative School for Ninth and Tenth Grades



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PROGRAM FACTS

Title	:	High School Development Center
Funding Year	:	1986-87 (First Year)
Purpose of the Program	:	The purpose of the High School Development Center is to provide students having low achievement, poor attendance and behavioral problems with social, academic, and coping skills needed to return to and function in the regular school setting.
Features of the Program:		The High School Development Center offers: Individualized instruction; workshops for staff and parents; social worker, and counselor support services; and small class sizes (15-20 students). Students in the program exhibit at least two of the following characteristics: Very low achievement, poor attendance, and behavior problems.
Funding Source	:	Detroit Board of Education, Michigan Department of Education and Skillman Foundation
Funding Level	:	$2,037,000
Number and Level of Participants	:	300 students - Grades 9-10 sent from five high schools.
Number and Level of Schools in Program	:	One
Staffing Pattern	:	The development center has an administrator in charge, three unit heads, five full-time and twenty part-time teachers, four counselors, one social worker, three paraprofessionals, two security guards, two secretaries and an evaluator (.25 time).
Instructional Time	:	Due to the unique characteristics of the student body, flexible scheduling was a necessity. Basic academic classes were offered at the center. Students attended five classes.
Equipment and Materials:		Typical classroom instructional materials, supplies and equipment.
First Year of Funding	:	1986-87
Name of Schools	:	Student participants came from Cody, Cooley, Henry Ford, Mackenzie, and Redford.
Project Director	:	Area G Office

HIGH SCHOOL DEVELOPMENT CENTER

(Executive Summary)

PURPOSE AND FEATURES

The purpose of the High School Development Center is to provide alternative educational opportunities for students identified as unsuccessful by principals of five high schools. The Development Center is to provide students with the social, academic, and coping skills necessary for success in the regular school programs to which they will be returned.

Program features included reduced class size, individualized instruction, staff and parent workshops, and services from on-site counselors and a social worker. Follow-up counseling services are provided to students upon their return to a regular high school program.

The purpose of this study is to assess the degree of student success both in the center and after enrollment in a regular high school program. Results are to be used by the central and school staff members for purposes of program planning.

METHODOLOGY

The evaluation of the High School Development Center was designed to answer the three major research questions stated below:

1. Did the safety and school climate at the home schools improve as a result of removing the students sent to the High School Development Center?

2. How did students in the High School Development Center do with respect to scholastic achievement, attendance and citizenship when compared to a control group?

3. What perceptions of the High School Development Center are held by staff, students and parents and what are their recommendations for the center?

The question of "What happens to the students when they leave the center?" is one which can only be completely addressed in June 1988, one year after the conclusion of student participation in the center.

In order to answer the first question, the numbers of violations of the Student Code of Conduct made by students in the home schools were compared for the 1985-86 and 1986-87 school years. Because of a change in reporting procedures and data maintenance in the Code of Conduct Office and the Data Processing Department, comparable data for the two time periods were available only for two schools. These data were compared for differences. In addition, a questionnaire designed to ascertain perceptions of change was administered to a sample of staff and students in two home high schools.

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To answer the second research question, a control group of 50 students deemed comparable to participating students was selected by the counselors from two, non-participating high schools. These students' pre and post attendance and subject marks were compared with corresponding data for students in the High School Development Center.

Number of days absent and report card grades were collected from the 1985-86 and 1986-87 report cards and/or Form 80C's of experimental and control group students. Pre data were subjected to a t-test of statistical significance. When pre data were found to be comparable, t-test were performed on post data. In addition, 1986-87 Student Code of Conduct data were collected for the High School Development Center and the five home high schools. These data were compared to ascertain differences.

The third research question was answered through the use of instruments containing items related to the perceptions held by staff, students and parents of the High School Development Center and Development Center in-service activities. A statement of each objective and the status of attainment appears in the next section of the report.

FINDINGS

Research Question #1

Did the safety and school climate at the home schools improve as a result of removing the students sent to the High School Development Center?

Objective #1

The number of violations of the Uniform Code of Student Conduct will decrease in the home schools.

Objective #1 Status

MET - There were 1,306 fewer violations over the previous year.

Objective #2

Eighty percent or more of the staff and students will indicate a perception of improved school climate and safety by responding positively to 80% or more of a set of items measuring improved climate.

Objective #2 Status

NOT MET - A. Eighty percent of the staff responded positively to six (18) of the items.

B. Eighty percent of the students responded positively to one (4%) of the items.

Research Question #2

How did students in the High School Development Center do with respect to scholastic achievement, attendance, and Student Code violations when compared to a control group?

Objective #1

The grade point average of the experimental students will be significantly better than those for the control group for both semesters.

Objective #1 Status

MET - 9th and 10th Grades

Grade 9: First Semester - The mean experimental group G.P.A. increased by 1.10. The mean control group G.P.A. decreased by .02. The difference between the post scores of the experimental and control groups were statistically significant at .05 level.

Grade 9: Second Semester - The mean experimental group G.P.A. increased by 1.04. The mean control group G.P.A. increased by .25. The difference between the post scores of the experimental and control groups were statistically significant at .05 level.

Grade 10: First Semester - The mean experimental group G.P.A. increased by .85. The mean control group G.P.A. increased by .17. The difference between the post scores of the experimental and control groups were statistically significant at .05 level.

Grade 10: Second Semester - The mean experimental group G.P.A. increased by 1.14. The mean control group G.P.A. increased by .40. The difference between the post scores of the experimental and control groups were statistically significant at .05 level.

Objective #2

The attendance average of experimental students will be significantly better than the control group for both semesters.

Objective #2 Status

MET - 9th and 10th Grades

Grade 9: First Semester - The mean number of days absent for the Experimental group decreased by seven (7) days. The mean number of days absent for the control group increased by five (5) days. The difference between the post scores of the experimental and control groups were statistically significant at .05 level.

Grade 9: Second Semester - The mean number of days absent for the experimental group decreased by twelve (12) days. The mean number of days absent for the control group increased by three (3) days. The difference between the post scores of the experimental and control groups were statistically significant at .05 level.

Grade 10: First Semester - The mean number of days absent for the experimental group decreased by twelve (12) days. The mean number of days absent for the control group increased by three (3) days. The difference between the post scores of the experimental and control groups were statistically significant at .05 level.

Grade 10: Second Semester - The mean number of days absent for the experimental group decreased by twelve (12) days. The mean number of days absent for the control group increased by three (3) days. The difference between the post scores of the experimental and control groups were statistically significant at .05 level.

Objective #3

The number of Student Code of Conduct violations made by the experimental students will be lower than the number made by the control group.

Objective #3 Status

MET - There were seven (7) violations made by the 300 members of the experimental group. This results in a rate of violations of 1 per 43 students. The data show that there were 5,273 violations made by the 15,075 members of the control group. This is a rate of 1 violation per 3 students. The rate of violations was lower for the experimental group.

Objective #4

The attitudes of experimental students will be significantly better than those of the control group.

Objective #4 Status

The data on attitudes between control and experimental students was not available.

Research Question #3

What perceptions of the High School Development Center are held by the staff, students and parents and what are their recommendations for the center?

Objective #1

Eighty percent (80%) of the total staff of the High School Development Center will respond positively to eighty percent (80%) of the statements regarding the project.

Objective #1 Status

Eighty percent (80%) or more of the staff responded positively to 10 (26%) of the 38 items regarding the project - NOT MET

Objective #2

Eighty percent (80%) of the total staff of the High School Development Center will respond positively to eighty percent (80%) of the statements regarding curriculum.

Objective #2 Status

Eighty percent (80%) or more of the staff responded positively to 1 (4%) of the 26 items - NOT MET

Objective #3

Eighty percent (80%) of the students of the High School Development Center will respond positively to eighty percent (80%) of the statements regarding the project.

Objective #3 Status

Eighty percent (80%) or more of the responding students rated sixty-eight percent (68%) of the 31 statements as positive - NOT MET

Objective #4

Eighty percent (80%) of the parents of the High School Development Center students will respond positively to eighty percent (80%) of the statements.

Objective #4 Status

Eighty percent (80%) or more of the responding parents rated 100% of the statements as positive - MET

Objective #5

Eighty percent (80%) of the staff of the High School Development Center will respond positively to eighty percent (80%) of the statements regarding in-service training workshops.

Objective #5 Status

Eighty percent (80%) or more of the responding parents rated 100% of the statements as positive - MET

Objective #6

Eighty percent (80%) of the parents of the High School Development Center will respond positively to eighty percent (80%) of the statements regarding in-service training.

Objective #6 Status

Eighty percent (80%) or more of the responding parents rated 100% of the statements as positive - MET

RECOMMENDATIONS

Based upon the findings of this study, the following recommendations are made:

a. Use a nationally normed citywide-administered test to verify the Grade Point Average achievement gains noted in this report.

b. Reevaluate curriculum content to ensure that each student is optimally challenged in class.

c. Increase the use of individualized instruction and alternative teaching methodologies to help students in the content areas and to better prepare them for the regular high school.

d. Staff in each center should review this reports', findings and recommendations and develop implementation strategies for same.

Recommendations based on the evaluator's observations and communication with the staff on each center include:

a. Efforts should be made to insure that the principals of the sending schools forward students' records as soon as possible. Efforts should also be made to assure that the Referral Form is sent to the centers with all requested information completed.

b. Efforts should be made to insure that target staff (administrators, support staff, teachers, and school service assistants) are completely aware of the objectives of the program for the school year 1987-88.

c. Efforts should be made by the total staff to infuse reading skills in the content areas of English, social studies, science, and in fact, the entire curriculum.

d. Efforts should be made to put more emphasis on Parent Training to maximize the many and important effects that parents have upon their children's learning with respect to the home environment and the acquisition of skills.

e. Efforts should be made to heighten staff awareness of the research on Effective Schools especially as it relates to the importance of high expectations for student performance.

f. Students returned to regular high schools should continue to receive additional support services including social work services and special counseling.

g. Efforts should be made to further study the "Selection Criteria" and make recommendations for change when appropriate.

THE HIGH SCHOOL DEVELOPMENT CENTERS

PROGRAM DESCRIPTION

INTRODUCTION

The High School Development Center is an alternative high school program which is funded by the Detroit Public Schools, Skillman Foundation and the Michigan Department of Education.

The purpose of the High School Development Center is to provide unsuccessful students with the social, academic and coping skills that will enable them to conform to the traditional school rules, regulations and instructional requirements.

The Development Center is an integral part of the effort of the Detroit Public Schools to provide quality education for all students.

The High School Development Center is administered by the Area G Office.

PROGRAM IMPLEMENTATION

The High School Development Center offers an educational program in which the development of affective skills is to receive as much emphasis as the development of cognitive skills.

The High School Development Center is staffed by four administrators, five full-time and twenty part-time teachers, four counselors, one school social worker, three school service assistants, a job program coordinator, two security guards, two secretaries, and an evaluator (.25 time).

ADMISSIONS CRITERIA

Students who are experiencing problems with respect to academics, attendance and adjustment are eligible to attend if recommended by the principal of their respective high school, CODY, COOLEY, HENRY FORD, MACKENZIE and REDFORD.

CURRICULUM

Along with taking the prescribed courses for ninth and tenth graders, students must take a class in career guidance. Learning prescriptions are provided for students on an individualized basis ranging from remedial to accelerated. The maximum number of classes a student may take is five; the maximum number of students in a class is twenty. Resources of the community are used to present enriching activities for students. Students are to participate in a paid work experience. This experience is to be provided during the morning hours. Students attend classes from 3:30-8:20 p.m.

COURSE OFFERINGS

English 1, 2, 3, 4
World History 1, 2
Geography
Intermediate Physical Science
Computer Literacy
Health
Physical Education
Career Guidance

General Science 1, 2
General Biology 1, 2
Mathematics Competency 1, 2, 3, 4
Freshman Mathematics 1, 2
Algebra 1, 2

SUPPORT SERVICES

The focus of the support services component is on helping to improve those student attitudes, values and interpersonal relationships that interfere with the teaching-learning process. The staff at the High School Development Center includes paraprofessionals, counselors, mathematics and reading specialists, social worker, and an evaluator. Counselor loads do not exceed seventy-five students. Additionally, resources of the central staff of the Detroit Public Schools are available to the High School Development Center.

IN-SERVICE TRAINING

On-going training is provided for instructional staff in the areas of team building, problem solving, individualized instruction, diagnostic and prescriptive techniques, interdisciplinary approaches to support services, rational discipline, multi-disciplinary instructional strategies and goal-directed group counseling. Students receive training in goal-directed group and peer counseling. Parents are involved in training designed to help them identify the concerns and problems of their youngsters and strategies that will assist their teenagers in improving their behavior, attendance, and academic achievement.

STUDENT/PARENT/COMMUNITY INVOLVEMENT

The High School Development Center recognizes the importance of involving students, parents, and other community persons in decisions associated with the success of the program. Monthly meetings of the Parent/School/Community Association (PSCA) provide an opportunity for involvement at the parent/community level. A representative Student Government Association meets weekly to allow for participation in the democratic process of solving school problems and addressing student concerns.

METHODOLOGY

The evaluation of the High School Development Center was designed to answer the three major research questions stated below:

1. Did the safety and school climate at the home schools improve as a result of removing the students sent to the High School Development Center?

2. How did students in the High School Development Center do with respect to scholastic achievement, attendance and citizenship when compared to a control group?

3. What perceptions of the High School Development Center are held by staff, students and parents and what are their recommendations for the center?

The question of "What happens to the students when they leave the center?" is one which can only be completely addressed in June 1988, one year after the conclusion of student participation in the center.

In order to answer the first question, the numbers of violations of the Student Code of Conduct made by students in the home schools were compared for the 1985-86 and 1986-87 school years. Because of a change in reporting procedures and data maintenance in the Code of Conduct Office and the Data Processing Department, comparable data for the two time periods were available only for two schools. These data were compared for differences. In addition, a questionnaire designed to ascertain perceptions of change was administered to a sample of staff and students in two home high schools.

To answer the second research question, a control group of 50 students deemed comparable to participating students was selected by the counselors from two, non-participating high schools. These students' pre and post attendance and subject marks were compared with corresponding data for students in the High School Development Center.

Number of days absent and report card grades were collected from the 1985-86 and 1986-87 report cards and/or Form 80C's of experimental and control group students. Pre data were subjected to a t-test of statistical significance. When pre data were found to be comparable, t-tests were performed on post data. In addition, 1986-87 Student Code of Conduct data were collected for the High School Development Center and the five home high schools. These data were compared to ascertain differences.

The third research question was answered through the use of instruments containing items related to the perceptions held by staff, students and parents of the High School Development Center and Development Center in-service activities.

It must be noted that changes in reporting procedures and changes in personnel and/or criteria for reporting can affect the numbers of reported violations in ways that offset real gains or losses in numbers of infractions.

Table 2 (see Appendix A) presents data related to perceptions of improved climate in home schools. The instrument was administered to a random sample of 27 staff and 95 students in two home schools. The instrument contained 34 statements related to safety and climate. The responses were analyzed to ascertain percents of positive agreement. The percents are based on the number of respondents per item.

Based upon information derived from Table 2, it can be stated that the objective was not achieved as eighty percent or more of the staff responded positively to only eighteen percent of the items and eighty percent or more of the students responded positively to only three percent of the items. Both staff and students indicated that there is staff trust in each other, cleanliness of halls and classrooms, and students' attention in the classrooms. Negative statements indicated that both staff and students were concerned about:

a. Students' absentee rate

b. Students' drop-out rate

c. Cleanliness of restrooms

d. Students apathy toward staff

Four product objectives were formulated based on the second question, "How did students in the High School Development Center do with respect to scholastic achievement, attendance and citizenship when compared to a control group." The four product objectives follow:

1. The grade point average of the experimental students will be significantly better than those of the control group for both semesters.

2. The attendance average of experimental students will be significantly better than that of the control group for both semesters.

3. The number of Student Code of Conduct violations made by the experimental students will be lower than the number made by the control group.

4. The attitudes of experimental students will be significantly better than of the control group.

Data and analyses of the data for these four product objectives follows:

Tables 3 and 4 show the grade point averages of the 9th and 10th grade experimental and control students.

Review of Tables 3 and 4 show that there was an increase in mean G.P.A.'s for both the Grade 9 and the Grade 10 experimental groups from January 1986 to January 1987 and from June 1986 to June 1987. Control group means increased in 3 out of 4 of the same instances. In all cases, the gain for the experimental group was greater than the gain for control group and the differences in experimental and control group post G.P.A.'s was significantly different in favor of the experimental group.

Highlights of information to be derived from Tables 3 and 4 include the following:

Grade 9: First Semester - The mean experimental group G.P.A. increased by 1.10. The mean control group G.P.A. decreased by .02. The difference between the post scores of the experimental and control groups were statistically significant at .05 level.

Second Semester - The mean experimental group G.P.A. increased by 1.04. The mean control group G.P.A. increased by .25. The difference between the post scores of the experimental and control groups were statistically significant at .05 level.

Grade 10: First Semester - The mean experimental group G.P.A. increased by .85. The mean control group G.P.A. increased by .17. The difference between the post scores of the experimental and control groups were statistically significant at .05 level.

Second Semester - The mean experimental group G.P.A. increased by 1.14. The mean control group G.P.A. increased by .40. The difference between the post scores of the experimental and control groups were statistically significant at .05 level.

Based on the data, Objective 1 was met.

TABLE 3

9TH AND 10TH GRADE - GRADE POINT AVERAGE RESULTS
EXPERIMENTAL VS. CONTROL STUDENTS
1985-86 AND 1986-87

Date	9th Grade Number Exp./Cont.	Exper.	Control	Difference	10th Grade Number Exp./Cont.	Exper.	Control	Difference
Jan. '86	55/44	0.64	0.74	-0.10	39/23	0.74	0.76	-0.02
Jan. '87	55/44	1.74	0.72	+1.02	39/23	1.59	0.93	+0.66
Difference		+1.10	-0.02	+0.92		+0.85	+0.17	+0.64
June '86	55/44	0.20	0.42	-0.22	27/24	0.49	0.44	-0.5
June '87	55/44	1.24	0.67	+0.60	27/44	1.63	0.84	0.79
Difference		+1.04	+0.25	+0.38		+1.14	+0.40	+0.74

TABLE 4

9TH AND 10TH GRADE - GRADE POINT STATISTICAL RESULTS
EXPERIMENTAL VS. CONTROL STUDENTS
1986-87

Semester	Grade	Experimental Gorup	Control Group	t-value	df.
1st Semester	9	1.74 (55)	0.72 (44)	5.18*	90
1st Semester	10	1.59 (39)	0.93 (23)	2.07*	60
2nd Semester	9	1.24 (55)	0.67 (44)	2.59*	82
2nd Semester	10	1.63 (27)	0.84 (24)	6.02*	34

*The results are statistically significant at .05 level.

Table 5 and 6 show the average number of days absent of 9th and 10th grade experimental and control students.

Review of Tables 5 and 6 show that there was a decrease in absenteeism for the experimental group. Control group absenteeism increased in 4 out of 4 cases. In all cases, the improvement in attendance for the experimental group was greater than for the control group and the differences in experimental and control group post absenteeism was significantly different in favor of the experimental group.

Highlights of information to be derived from Tables 5 and 6 include the following:

Grade 9: First Semester - The experimental group mean absenteeism decreased by (7) days. The control group mean absenteeism increased by (5) days. The difference between the post scores of the experimental and control groups were statistically significant at .05 level.

Second Semester - The experimental group mean absenteeism decreased by (12) days. The control group mean absenteeism increased by (3) days. The difference between the post scores of the experimental and control groups were statistically significant at .05 level.

Grade 10: First Semester - The experimental group mean absenteeism decreased by (12) days. The control group mean absenteeism increased by (3) days. The difference between the post scores of the experimental and control groups were statistically significant at .05 level.

Second Semester - The experimental group mean absenteeism decreased by (12) days. The control group mean absenteeism increased by (3) days. The difference between the post scores of the experimental and control groups were statistically significant at .05 level.

Based on the data, Objective 2 was met.

TABLE 5

9TH AND 10TH GRADE ABSENTEEISM
MEAN NUMBER OF DAYS ABSENT
EXPERIMENTAL VS. CONTROL STUDENTS
1985-86 AND 1986-87

Date	9th Grade Number of Students Exp./Cont.	9th Grade Mean Number of Days Absent Exper.	9th Grade Mean Number of Days Absent Control	9th Grade Mean Number of Days Absent Difference	10th Grade Number of Students Exp./Cont.	10th Grade Mean Number of Days Absent Exper.	10th Grade Mean Number of Days Absent Control	10th Grade Mean Number of Days Absent Difference
Jan. '86	50/44	30	25	- 5	39/23	32	26	+ 6
Jan. '87	50/44	23	30	+ 7	39/23	22	30	- 8
Difference		- 7	+ 5	+ 2		-10	+ 4	- 2
June '86	50/34	38	32	+ 6	27/22	34	29	- 5
June '87	50/34	26	35	- 9	27/22	22	32	+10
Difference		-12	+ 3	- 3		-12	+ 3	+ 5

TABLE 6

9TH AND 10TH GRADE - ABSENTEEISM STATISTICAL RESULTS
EXPERIMENTAL VS. CONTROL STUDENTS
1985-86 AND 1986-87

Semester	Grade	Number of Students	Mean Number of Days Absent Experimental	Number of Students	Mean Number of Days Absent Control	t-value	df.
1st Semester	9	50	23	44	30	-2.30*	92
1st Semester	10	39	22	23	30	-2,17*	60
2nd Semester	9	50	26	34	35	-2.95*	82
2nd Semester	10	27	22	22	32	-2.58*	47

Table 7 shows the number of the Uniform Code of Student Conduct violations made by experimental and control group students.

Review of Table 7 shows that there were seven (7) violations made by students in the experimental group. This represents a rate of 1 violation per 43 students. The data show that there were 5,273 violations made by students in the control group. This represents a rate of 1 violation per 3 students. Objective 3 was met.

It must be noted that there were only 5 students who were involved in the violations of the experimental group and 3,275 students in the control group. These rates are duplicated counts, i.e., 1 per 43 does not mean that 1 in 43 students committed a violation as 1 student may have committed 1, 2, or more violations.

TABLE 7

VIOLATION RESULTS OF THE UNIFORM
CODE OF THE STUDENT CONDUCT
EXPERIMENTAL VS. CONTROL STUDENTS
1986-87

School	Total Enrollment	Number of Suspensions Short	Long	Number of Administrative Transfers	Total Violations Number	Rate
Experimental						
H S D C	300	5	1	1	7	1 per 43
Control						
Cody	2,730	232	9	27	268	1 per 10
Cooley	3,401	1,612	25	59	1,696	1 per 2
Ford	3,062	692	34	16	742	1 per 4
Mackenzie	2,577	1,162	2	13	1,177	1 per 2
Redford	3,305	1,275	101	14	1,390	1 per 2
Control Total	15,075	4,973	171	129	5,273	1 per 3

The data on attitudes between the experimental and control students were not available for Objective 4.

To answer the third research question, six process objectives were formulated against which could be measured variables deemed important to product objective attainment. These objectives are stated below.

1. Eighty percent (80%) of the total staff of the High School Development Center will respond positively to eighty percent (80%) of the statements regarding the project.

2. Eighty percent (80%) of the total staff of the High School Development Center will respond positively to eighty percent (80%) of the statements regarding the curriculum.

3. Eighty percent (80%) of the students of the High School Development Center will respond positively to eighty percent (80%) of the statements regarding the project.

4. Eighty percent (80%) of the parents of the High School Development Center will respond positively to eighty percent (80%) of the statements regarding the project.

5. Eighty percent (80%) of the staff of the High School Development Center will respond positively to eighty percent (80%) of the statements regarding in-service training workshops.

6. Eighty percent (80%) of the parents of the High School Development Center will respond positively to eighty percent (80%) of the statements regarding in-service training workshops.

Data related to the six process objectives are presented in Tables 8-13 in the appendices of this report.

Table 8 shows that there were thirty-three (33) "Staff Perception Instruments" returned by the administrators, teachers, support staff, and school service assistants of the High School Development Center who commented on thirty-four (34) different statements dealing with the total program. The responses were analyzed for the percent of agreement by the respondents. The number and percent of respondents who marked "Strongly Agree" or "Agree" per item are presented in Appendix B. Note that the percents are based on the number responding per item. Those who did not answer were excluded from the computation.

Based on data appearing in Table 8 which shows that eighty percent (80%) or more of the staff responded positively to 10 (26%) of the 38 items, Objective 1 was not met.

Table 9 shows that there were thirty-one (31) "Curriculum Survey" instruments returned by the administrators, teachers, and support staff of the High School Development Center who commented on twenty-five (25) different statements dealing with the total program. The responses were analyzed for the percent of agreement by the respondents. The number and percent of respondents who marked "Strongly Agree" and "Agree" per item are presented in Appendix B. Note that the percents are based on the number responding per item. Those who did not answer were excluded from the computation.

Table 9 shows that 80% or more of the staff responded positively to 1 (4%) of the 26 items. Therefore, objective 2 was not achieved. The respondents were asked to comment on the strengths and weaknesses of the curriculum and to make suggestions for improvement. Highlights follow.

What are the strengths of this program and/or curriculum?

1. Small class size (17)
2. Strong administrators (10)
3. Competent staff (14)
4. Individualized instruction (9)
5. Helpful support staff (10)

What were the weaknesses of this program and/or curriculum?

1. No equipment (20)
2. Physical plant and usage of facilities (10)
3. Time of day (17)
4. Not having our own building (20)
5. Lack of full-time staff (6)
6. Lack of teacher involvement in planning (9)

What suggestions do you have that would improve the program and/or curriculum?

1. Housed in own building (15)
2. More in-service training (7)
3. More teacher involvement (8)
4. Full-time staff (7)

Table 10 shows that there were sixty-two (62) "Students' Perception Instruments" returned by the students of the High School Development Center. Students commented on thirty-one (31) different statements dealing with the total program. The responses were analyzed for the percent of agreement by the respondents. The number and percent of respondents who marked "Strongly Agree" per item are presented. Note that the percents are based on the number responding per item. Those who did not answer were excluded from the computation.

Tabulated results show that sixty-eight percent (68%) of the items were rated positively by 80% or more of the students. It can be concluded that the objective was not met.

The respondents were also asked to comment on the strengths and weaknesses of the program and to make suggestions that would improve the program. The results are as follow:

What are the strengths of this program?

1. Concerned teachers and administrators (35)
2. Small classes (25)
3. Helpful counselors and social workers (19)

What are the weaknesses of the program?

1. No girls in the school (29)
2. Get out of school late at night (24)
3. Too far from home (19)
4. We need showers or swimming pool in the school for the students (15)

What suggestions do you have that would improve the program?

1. Make it a day program (21)
2. Provide bus transportation (15)
3. Provide a building for our school (31)

Table 11 shows that there were eighty-five (85) "Parents' Perceptions Instruments" returned by the parents of the High School Development Center who commented on twenty-four (24) different statements dealing with the total program. The responses were analyzed for the percent of agreement by the respondents. The number and percent of respondents who marked "Strongly Agree" and "Agree" per item are presented. Note that the percents are based on the number responding per item. Those who did not answer were excluded from the computation.

Eighty percent (80%) or more of the respondents rated 100% of the items positively indicating that the objective was met.

The respondents were also asked to comment on the strengths and weaknesses of the program and to make suggestions that would improve the program. The results are as follow:

What are the strengths of this program?

1. Encouragement to stay in school, smaller classes, therefore, more individual help, genuine concern by staff for the students (8)

2. Teachers and administrators care about students (22)

3. Small classes and good teachers (22)

4. This program has helped my child improved his/her behavior (7)

5. Individual attention (12)

What are the weaknesses of the program?

1. The program should be longer than a year (11)
2. Counselors need phones (8)
3. More parent participation (10)

What suggestions do you have that would improve the program?

1. Have the program during the day (6)
2. More homework (8)
3. More parent involvement (17)

Table 12 shows that there were twenty-eight (28) "Final Inservice Training Forms" returned by the administrators, teachers, support staff, and school service assistants of the High School Development Center who commented on seventeen (17) different statements dealing with the total in-service

training. The responses were analyzed for the percent of agreement by the respondents. The number and percent of respondents who marked "Strongly Agree" or "Agree" per item are presented in Appendix E. Note that the percents are based on the number responding per item. Those who did not answer were excluded from the computation.

Eighty percent (80%) or more of the respondents rated 100% of the items positively indicating that the objective has been met.

The respondents were also asked to comment on the strengths and weaknesses of the in-service training program and to make suggestions that would improve the in-service. The result are as follow:

What are the strengths of the in-service program?

Consultant(s)	22 (96%)
Materials and/or Exercises	19 (83%)
Audiovisual materials	14 (77%)
Director	22 (100%)
Group Participants	22 (100%)
Goals and Objectives	21 (91%)

What are the weaknesses of the in-service program?

There were no weaknesses indicated by the respondents.

What suggestions do you have that would improve the program?

1. "Seek out consultants who have extensive research and practice with drop-out prevention program and alternative school/ programs."

2. "More distinguished and knowledgeable consultants, frequent workshop, and expand materials-ideas presented."

3. "I found the workshop to be very informative and helpful. The only problem was that it was scheduled after the program started at HSDC. It should have been scheduled during the summer before the program began."

4. "More frequent with follow-up."

List the workshops attended during the 1986-87 school year:

1. Goal Directive Group Guidance, Drop-out Prevention, and Implementation Code of Student Conduct (17)

2. Detroit Public Schools 'Affective Education Training', and Goal Directed Group Counseling (18)

3. Retreat, Assertive Discipline, and Leadership Training (16)

Table 13 shows that there were thirty (30) "Final Inservice Training Forms" returned by the parents of the High School Development Center who commented on fourteen (14) different statements dealing with the total in-service training. The responses were analyzed for the percent of agreement by the respondents. The number and percent of respondents who marked "Strongly Agree" and "Agree" per item are presented in Appendix F. Note that the percents are based on the number responding per item. Those who did not answer were excluded from the computation.

Eighty percent (80%) or more of the responding parents rated 100% of the items positively indicating that the objective has been met.

The respondents were also asked to comment on the strengths and weaknesses of the in-service training program. The result are as follow:

What are the strengths of the in-service program?

Consultant(s)	92%
Materials and/or Exercises	75%
Audiovisual materials	50%
Director	71%
Group Participants	92%
Goals and Objectives	75%

What are the weaknesses of the in-service program?

There were no weaknesses indicated by the respondents.

DISPOSITION OF STUDENTS

Data as of June, 1987 are displayed below for the 309 students who attended the center during its first year of operation, 1986-87. These data will be used as the bases of the "First Year Follow-up Study" which will be conducted at the conclusion of the 1987-88 school year.

Disposition	
Returned to Ten Regular High Schools	120 (39%)
Retained in High School Development Center	64 (21%)
Students who Dropped Out	88 (28%)
Enrolled in Extended Day Schools	27 (9%)
Enrolled in Other Systems	5 (2%)
Enrolled in Job Corps	5 (2%)
	309 (101%)

*Sums over 100% are due to rounding.

CONCLUSIONS

A review of the data indicates a mixed answer to the first research question, "Did the safety and school climate at the home schools improve as a result of removing the students who were sent to the High School Development Center?" Product data, while of questionable comparability due to changes made by both the Code of Conduct Office and the Data Processing Department, indicate that overall, violations of the Student Code of Conduct declined from 1985-86 to 1986-87 in the two home schools examined. The perceptions of staff and students regarding changes in school safety and school climate were such that the second objective related to the research question was not met. There is, at this time, no definitive answer to the first research question. The question warrants further study.

The second research question was, "How did the students in the High School Development Center do with respect to scholastic achievement, attendance and citizenship when compared to a control group?" Data were available for three of the four objectives related to this question. Analyses of the data indicate that all three objectives were met as students in the High School Development Center did as well or better than control students in the areas of attendance and scholastic achievement; the center had lower rates of Code of Conduct violations than did the home schools. It appears that the High School Development Center provides a more conducive environment for identified students than that provided by the regular high schools. This will have to be reexamined in light of follow-up data for students who leave the center. In addition, scholastic data must be verified through the use of citywide test. This is necessary because of school-to-school and teacher-to-teacher variations in the assignment of course marks. Such data will be available in future years.

The third research question asked, "What perceptions of the High School Development Center are held by staff, students and parents and what are their recommendations for the center?" Parents responded favorably to items regarding the program although staff and students did not. The staff indicated problems with the curriculum, lack of equipment and lack of teacher involvement in planning. Other identified problems included the physical plant, program scheduling and lack of full-time teachers. Students indicated problems with the schedule, lack of facilities, location of building and unisex composition of the student population.

Staff and parents overwhelmingly supported and praised the in-service training conducted relative to the center.

RECOMMENDATIONS

Based upon the findings of this study, the following recommendations are made.

a. Use a nationally normed, citywide-administered test to verify the Grade Point Average achievement gains noted in the report.

b. Reevaluate curriculum content to ensure that each student is optimally challenged in class.

c. Increase the use of individualized instruction and alternative teaching methodologies to help students in the content areas and to better prepare them for the regular high school.

d. Staff in each center should review this reports', findings and recommendations and develop implementation strategies for same.

Recommendations based on the evaluator's observations and communication with the staff of each center include:

a. Efforts should be made to insure that the principals of the sending schools forward students' records as soon as possible. Efforts should also be made to assure that the Referral Form is sent to the centers with all requested information completed.

b. Efforts should be made to insure that target staff (administrators, support staff, teachers, and school service assistants) are completely aware of the objectives of the program for the school year 1987-88.

c. Efforts should be made by the total staff to infuse reading skills in the content areas of English, social studies, science, and in fact, the entire curriculum.

d. Efforts should be made to put more emphasis on Parent Training to maximize the many and important effects that parents have upon their children's learning with respect to the home environment and the acquisition of skills.

e. Efforts should be made to heighten staff awareness of the research on Effective Schools especially as it relates to the importance of high expectations for student performance.

f. Students returned to regular high schools should continue to receive additional support services including social work services and special counseling.

g. Efforts should be made to further study the "Selection Criteria" and make recommendations for change when appropriate.

APPENDIX A

STAFF AND STUDENTS PERCEPTIONS OF SCHOOL CLIMATE AND SAFETY DURING 1986-87 SCHOOL YEAR

Table 2 shows that there were ninety-five (95) instruments returned by the students and twenty-seven (27) instruments returned by the staff of two control high schools. The instrument contained thirty-four (34) different statements dealing with safety and climate of the schools. The responses were analyzed for the percent of agreement by the respondents. The responses of both students and staff are presented below. Note that the percents are based on the number responding per item. Those who did not answer were excluded from the computation.

TABLE 2

STAFF AND STUDENTS' PERCEPTIONS
OF SCHOOL CLIMATE AND SAFETY
DURING 1986-87 SCHOOL YEAR

Statements	Staff Responses		Student Responses	
	No. of A and B Responses None and Little	No. of C and D Responses Moderate and Great	No. of A and B Responses None and Little	No. of C and D Responses Moderate and Great
1. Students' disruptive behavior	8 (30%)	19 (70%)	39 (41%)	55 (59%)
2. Vandalism in the school	9 (36%)	16 (64%)	64 (68%)	30 (32%)
3. Students' absentee rate	2 (7%)	25 (93%)	13 (14%)	80 (86%)
4. Students' in school truancy	6 (22%)	21 (78%)	29 (31%)	64 (69%)
5. Staff school spirit	6 (22%)	21 (78%)	36 (39%)	57 (61%)
6. Students' trust in each other	10 (37%)	17 (63%)	59 (64%)	33 (36%)
7. Staff trust in each other	3 (11%)	24 (89%)	24 (27%)	65 (73%)
8. Cleanliness of halls and classrooms	8 (30%)	19 (70%)	22 (27%)	60 (73%)
9. Cleanliness of restrooms	10 (38%)	16 (62%)	69 (73%)	26 (27%)

TABLE 2 (Cont'd)

STAFF AND STUDENTS' PERCEPTIONS
OF SCHOOL CLIMATE AND SAFETY
DURING 9186-87 SCHOOL YEAR

Statement	Staff Responses		Student Responses	
	No. of A and B Responses None and Little	No. of C and D Responses Moderate and Great	No. of A and B Responses None and Little	No. of C and D Responses Moderate and Great
10. Cleanliness of outside school grounds	8 (30%)	19 (70%)	32 (34%)	61 (66%)
11. Students' drug/alcohol usage	11 (42%)	15 (58%)	37 (45%)	45 (55%)
12. Teachers' absentee rate	5 (19%)	22 (81%)	69 (76%)	22 (24%)
13. Students' school spirit	5 (19%)	22 (81%)	30 (33%)	62 (67%)
14. Students' drop-out rate	4 (15%)	22 (85%)	38 (41%)	55 (59%)
15. Students' attitude toward school	17 (68%)	8 (32%)	36 (40%)	54 (60%)
16. Physical assaults on students	10 (37%)	17 (63%)	44 (48%)	48 (52%)
17. Students' carrying weapons	17 (65%)	9 (35%)	45 (48%)	48 (52%)
18. Students' problems outside of school	7 (28%)	18 (72%)	30 (32%)	64 (68%)
19. Students' verbal harassment of staff members	10 (38%)	16 (62%)	48 (52%)	44 (48%)
20. Incidences of suspensions	6 (25%)	18 (75%)	30 (33%)	62 (67%)

TABLE 2 (Cont'd)

STAFF AND STUDENTS' PERCEPTIONS
OF SCHOOL CLIMATE AND SAFETY
DURING 1986-87 SCHOOL YEAR

Statements	Staff Responses		Student Responses	
	No. of A and B Responses None and Little	No. of C and D Responses Moderate and Great	No. of A and B Responses None and Little	No. of C and D Responses Moderate and Great
21. Incidences of expulsions	10 (42%)	14 (58%)	55 (60%)	36 (40%)
22. Thefts of student property	7 (30%)	16 (70%)	42 (45%)	51 (55%)
23. Thefts of staff property	13 (52%)	12 (48%)	63 (76%)	20 (24%)
24. Thefts of school property	10 (42%)	14 (58%)	50 (54%)	42 (46%)
25. Teacher/staff apathy toward students	16 (59%)	11 (41%)	32 (36%)	57 (64%)
26. Students' apathy toward staff	3 (12%)	23 (88%)	40 (44%)	51 (56%)
27. Positive school image in the community	6 (24%)	19 (76%)	45 (51%)	43 (49%)
28. Classroom disruptions	11 (41%)	16 (59%)	35 (39%)	55 (61%)
29. Habitual student tardiness	5 (21%)	19 (79%)	31 (35%)	58 (65%)
30. Students' attention in the classroom	4 (15%)	23 (85%)	26 (29%)	64 (71%)
31. Physical assaults on teachers, other adults	21 (81%)	5 (19%)	65 (74%)	23 (26%)

TABLE 2 (Cont'd)

STAFF AND STUDENTS' PERCEPTIONS
OF SCHOOL CLIMATE AND SAFETY
DURING 1986-87 SCHOOL YEAR

Statements	Staff Responses		Student Responses	
	No. of A and B Responses None and Little	No. of C and D Responses Moderate and Great	No. of A and B Responses None and Little	No. of C and D Responses Moderate and Great
32. Students' harassment of local merchants	15 (75%)	5 (25%)	53 (62%)	33 (38%)
33. Students' smoking in school	17 (68%)	8 (32%)	29 (33%)	59 (67%)
34. Students' swearing in classrooms	12 (48%)	13 (52%)	19 (23%)	65 (67%)

APPENDIX B

STAFF PERCEPTIONS OF THE HIGH SCHOOL DEVELOPMENT CENTER

AND

STAFF PERCEPTIONS OF THE HIGH SCHOOL DEVELOPMENT CENTER CURRICULUM (Supplementary Analysis)

Table 8 shows that there were thirty-three (33) instruments returned by the administrators, teachers, support staff, and school service assistants of the High School Development Center. The instrument contained thirty-four (34) different statements dealing with the total program. The responses were analyzed for the percent of agreement by the respondents. The number and percent of respondents who marked "Strongly Agree" or "Agree" per item are presented below. Note that the percents are based on the number responding per item. Those who did not answer were excluded from the computation.

TABLE 8

STAFF PERCEPTIONS OF THE HIGH SCHOOL DEVELOPMENT CENTER'S PROGRAM

Statement	No. of Positive Responses/No. of Respondents	Percent of Positive Responses
1. The small class size is a positive program factor at this school.	32/33	97%
2. We are successful in carrying out our goal of individualized instruction.	25/32	78
3. The discipline policy is clearly understood by professional staff.	20/33	61
4. The discipline policy is clearly understood by the students	2/29	72
5. The discipline policy is effective in managing student behavior.	19/32	59
6. Support services are available and helpful to professional staff.	18/29	62
7. Support services are available and helpful to students	27/31	87
8. The overall atmosphere of the school is positive	23/32	72
9. Supplies are available in reasonable quantity and when needed.	12/31	39
10. The physical plant is adequate for our purposes.	6/30	20
11. The staff is adequately trained in their assigned areas of responsibility.	20/32	81
12. The professional staff has input in decisions that affect the program.	10/28	36

TABLE 8 (Cont'd)

STAFF PERCEPTIONS OF THE HIGH SCHOOL DEVELOPMENT CENTER'S PROGRAM

Statement	No. of Positive Responses/No. of Respondents	Percent of Positive Responses
13. Professional staff has latitude to implement alternative teaching and other service strategies.	22/30	73
14. Role definitions are well defined and effective.	21/29	72
15. The curriculum is sufficiently balanced so as to encourage student interest.	17/32	53
16. The professional staff understands and implements the unique mission of the program.	22/31	71
17. Sufficient data is available on students pre-entry to assure appropriate scheduling.	11/22	50
18. There are sufficient equipment and supplies on hand to insure the smooth operation of specialty programs.	8/29	41
19. The program of staff inservice is well organized and focused	21/29	72
20. The parent involvement component is receiving sufficient attention	19/27	70
21. The internal (building) security system is effective.	24/31	77
22. Professional schedules are sufficiently flexible to allow one-on-one contact with students when necessary.	24/31	77
23. Program entrance and exit criteria for students are clear.	19/26	73
24. The staff works well together as a team.	24/32	75
25. The full year schedule is a program plus.	21/30	70

TABLE 8 (Cont'd)

STAFF PERCEPTIONS OF THE HIGH SCHOOL
DEVELOPMENT CENTER'S PROGRAM

	Statement	No. of Positive Responses/No. of Respondents	Percent of Positive Responses
26.	Students attendance problems are dealt with efficiently.	11/31	35%
27.	The physical plant is well maintained.	19/27	70
28.	Building staff assists in decisions relative to inservice programs.	9/27	33
29.	This program has helped students discover and develop themselves.	24/28	86
30.	This program has helped students acquire specific knowledge and skills.	29/31	93
31.	This program has helped students discover and develop their intellectual skills.	26/29	90
32.	This program has encouraged students' concerns for the needs of others.	20/28	71
33.	The program has prepared students to cope effectively with the outside world.	15/28	54
34.	The program has prepared students to cope effectively with returning to regular school.	21/29	72
35.	Courses are clearly outlined and organized.	25/30	83
36.	Class materials are relevant to current trends and events.	24/30	80
37.	Students are encouraged to do independent work.	29/33	88
38.	Students receive help when they where having problems with class work.	29/31	93

Table 9 shows that there were thirty-one (31) instruments returned by the administrators, teachers, and support staff of the High School Development Center.. The instrument contained twenty-five (25) different statements dealing with the total program. The responses were analyzed for the percent of agreement by the respondents. The number and percent of respondents who marked "Strongly Agree" and "Agree" per item are presented below. Note that the percents are based on the number responding per item. Those who did not answer were excluded

TABLE 9

STAFF PERCEPTIONS OF THE HIGH SCHOOL DEVELOPMENT CENTER'S CURRICULUM

Statement	No. of Positive Responses/No. of Respondents	Percent of Positive Responses
1. There is a rationale for our present curriculum.	22/30	73%
2. Our curriculum is evaluated regularly.	11/14	79
3. There is evidence of curriculum innovation and change in our school.	12/24	50
4. Our curriculum is designed to promote an interest in learning.	21/28	75
5. In general, the curriculum is based upon the content of the textbooks we use.	20/26	77
6. Administrators encourage teacher innovation and experimentation.	22/28	79
7. In our school, most teachers feel they have to cover the material by the end of the year/semester.	11/26	42
8. Meetings to discuss the educational program are held regularly.	12/28	43
9. In most cases, teachers are encouraged to cooperatively plan for instruction.	17/26	65
10. In general, the curriculum is planned partly on the needs and interests of the students.	19/28	68

TABLE 9 (Cont'd)

STAFF PERCEPTIONS OF THE HIGH SCHOOL
DEVELOPMENT CENTER'S CURRICULUM

	Statement	No. of Positive Responses/No. of Respondents	Percent of Positive Responses
11.	There is a flexible time schedule for the educational program.	19/28	68%
12.	Our educational program is based upon written instructional objectives.	11/24	46
13.	There is evidence of teacher-pupil planning.	16/26	62
14.	There is evidence that a variety of teaching methods are being used.	23/29	79
15.	In general, our educational program promotes special talents of students.	16/29	55
16.	In general, our educational program meets the individual needs of the students.	19/30	63
17.	Our grouping procedures are based upon a sound educational rationale.	12/21	57
18.	In most cases, instructional materials are selected according to the purposes of the program.	18/27	67
19.	There is evidence that the curriculum is designed to promote the intellectual and social needs of students.	17/26	65
20.	There is evidence that the curriculum is designed to promote physical and aesthetic needs of students.	13/25	52
21.	The scope and sequence of the curriculum is a result of careful study.	14/23	61
22.	There is evidence of curriculum articulation within our school.	10/24	38

TABLE 9 (Cont'd)

STAFF PERCEPTIONS OF THE HIGH SCHOOL
DEVELOPMENT CENTER'S CURRICULUM

Statement	No. of Positive Responses/No. of Respondents	Percent of Positive Responses
23. Teachers representing various levels and subjects meet regularly to discuss curriculum practices.	11/29	38%
24. In our instructional program, most subjects are taught in isolation, that is, there is little effort to develop interrelationships.	11/29	38%
25. Most teachers know what study habits and attitudes should result because of the educational program.	12/28	43
26. Most supporting services help teachers and learners to achieve the objectives of the educational program.	22/26	85

APPENDIX C

STUDENT'S PERCEPTIONS OF THE HIGH SCHOOL DEVELOPMENT CENTERS

Table 10 shows that there were sixty-two (62) instruments returned by the students of the High School Development Center. The instrument contained thirty-two (32) different statements dealing with the total program. The responses were analyzed for the percent of agreement by the respondents. The number and percent of respondents who marked "Strongly Agree" per item are presented below. Note that the percents are based on the number responding per item. Those who did not answer were excluded from the computation.

TABLE 10

STUDENTS' PERCEPTIONS OF THE HIGH SCHOOL DEVELOPMENT CENTER'S PROGRAM

	Statement	No. of Positive Responses/No. of Respondents	Percent of Positive Responses
1.	This program has helped me learn to get along with other students.	49/62	79%
2.	This program has helped me learn to get along better with adults.	43/54	80
3.	This program has helped me feel better about myself.	48/55	87
4.	This program has helped me feel better about school.	52/59	88
5.	I am satisfied with the services I received from this program.	51/61	83
6.	This program has helped me improve my attitude toward learning.	56/62	90
7.	The individualized counseling has been helpful to me.	46/54	85
8.	This program has helped me develop better self-discipline.	49/55	89
9.	This program has helped be improve my work habits.	50/57	88
10.	This program has helped me be responsible for my actions.	43/54	80

TABLE 10 (Cont'd)

STUDENTS' PERCEPTIONS OF THE HIGH SCHOOL
DEVELOPMENT CENTER'S PROGRAM

	Statement	No. of Positive Responses/No. of Respondents	Percent of Positive Responses
11.	The teachers in this program appear to be sincerely concerned about me.	53/60	88%
12.	I am very pleased being enrolled in this program.	28/58	48
13.	I would like to continue in this program.	16/60	27
14.	I highly recommend this program for my friends.	35/55	64
15.	The services offered by the counselor have been very helpful to me.	46/58	79
16.	The services offered by the social worker have been very helpful to me.	28/47	60
17.	The administrators of this program appear to be sincerely concerned about me.	42/53	79
18.	This program has helped me to cope effectively with the outside world.	37/51	73
19.	This program has helped me to cope effectively with returning to regular school.	53/62	85
20.	This program has helped me discover and fulfill myself as a person.	48/59	81
21.	This program has prepared me for the work I will face in regular school.	52/60	87
22.	Courses were clearly outlines and organized.	40/55	73
23.	Classroom discussion was encouraged.	46/52	88

TABLE 10 (Cont'd)

STUDENTS' PERCEPTIONS OF THE HIGH SCHOOL DEVELOPMENT CENTER'S PROGRAM

	Statement	No. of Positive Responses/No. of Respondents	Percent of Positive Responses
24.	Students received help from teachers when they were having problems with class work.	55/63	87%
25.	A great deal of material was covered in most of my classes.	52/57	91
26.	Students were encouraged by the teachers to do independent work.	48/55	87
27.	Students were stimulated to think and be creative.	50/57	88
28.	Courses were made interesting to students.	41/54	80
29.	Students were given homework daily in most of their courses,	58/53	72
30.	Students knew clearly what was expected in assignments and tests.	48/59	81
31.	I have learned a lot in this program.	45/53	85

APPENDIX D

PARENTS' PERCEPTIONS OF THE HIGH SCHOOL DEVELOPMENT CENTERS

Table 11 shows that there were twenty-seven (27) instruments returned by the parents of the High School Development Center. The instrument contained twenty-four (24) different statements dealing with the total program. The responses were analyzed for the percent of agreement by the respondents. The number and percent of respondents who marked "Strongly Agree" and "Agree" per item are presented below. Note that the percents are based on the number responding per item. Those who did not answer were excluded from the computation.

TABLE 11

PARENTS' PERCEPTIONS OF THE HIGH SCHOOL DEVELOPMENT CENTER'S PROGRAM

	Statement	No. of Positive Responses/No. of Respondents	Percent of Positive Responses
1.	This program has helped my child learn to get along with other students.	26/27	96%
2.	This program has helped my child learn to get along better with adults.	25/27	93
3.	This program has helped my child feel better about him/herself.	21/23	91
4.	This program has helped my child feel better about school.	22/25	88
5.	I am satisfied with the services my child has received from the program.	24/25	96
6.	This program has helped my child improve his/her attitude toward learning.	23/24	96
7.	The individualized counseling has been helpful to my child.	20/23	87
8.	This program has helped my child develop better self-discipline.	22/26	85
9.	This program has helped my child improve his/her work habits.	21/24	88
10.	This program has helped my child be responsible for his/her actions.	22/24	92

TABLE 11 (Cont'd)

PARENTS' PERCEPTIONS OF THE HIGH SCHOOL DEVELOPMENT CENTER'S PROGRAM

Statement	No. of Positive Responses/No. of Respondents	Percent of Positive Responses
11. The teachers in this program appeared to be sincerely concerned about my child.	24/25	96%
12. I am pleased my child is enrolled in this program.	24/25	96
13. I would like to have my child continue in this program.	16/18	89
14. I highly recommend this program for other children.	24/27	89
15. The services offered by the counselor have been very helpful to my child.	23/24	96
16. The services offered by the social worker have been very helpful to my child.	15/17	88
17. The administrators of this program appeared to be sincerely concerned about my child.	27/27	100
18. This program has helped my child to cope effectively with the outside world.	21/22	95
19. This program has helped my child to cope effectively with returning to regular school.	19/20	95
20. This program has helped my child discover and fulfill himself/ herself as a person.	23/27	85
21. This program has prepared my child for the work he/she will face back at regular school.	25/27	93

TABLE 11 (Cont'd)

PARENTS' PERCEPTIONS OF THE HIGH SCHOOL
DEVELOPMENT CENTER'S PROGRAM

Statement	No. of Positive Responses/No. of Respondents	Percent of Positive Responses
22. Students are encouraged by their teachers to do independent work.	23/24	96%
23. Students were given homework daily in most of their courses.	26/27	96
24. This program has provided me with adequate information about my child's progress.	25/26	96

APPENDIX E

STAFF PERCEPTIONS OF THE IN-SERVICE TRAINING
HIGH SCHOOL DEVELOPMENT CENTER

Table 12 shows that there were twenty-eight (28%) instruments returned by the administrators, teachers, support staff, and school service assistants of the High School Development Center. The instrument contained seventeen (17) different statements dealing with the total in-service training. The responses were analyzed for the percent of agreement by the respondents. The number and percent of respondents who marked "Strongly Agree" or "Agree" per item are presented below. Note that the percents are based on the number responding per item. Those who did not answer were excluded in the computation.

TABLE 12

STAFF PERCEPTIONS OF THE IN-SERVICE TRAINING
HIGH SCHOOL DEVELOPMENT CENTER

Statement	No. of Positive Responses/No. of Respondents	Percent of Positive Responses
1. There was sufficient time to achieve the workshops' stated objectives.	22/26	85%
2. The physical setting and facilities were suitable for the workshops' functions.	26/27	96
3. The day, time of day, and/or general timing of the workshops were appropriate for their purposes.	25/26	96
4. The workshops' activities were well structured and organized.	25/26	96
5. The training procedures used in the workshops were appropriate to their goals.	24/27	89
6. The training format provided ample opportunities for active involvement and personal interactions with the consultants and other participants.	24/26	92
7. The sizes of the training groups were about right for the workshops' purposes.	15/27	93
8. The consultants were knowledgeable and skillful in their presentation and implementation of the program activities	26/27	96
9. The consultants proceeded at a pace moderate enought to allow for clear understandings by the participants.	26/27	96

TABLE 12 (Cont'd)

STAFF PERCEPTIONS OF THE IN-SERVICE
HIGH SCHOOL DEVELOPMENT CENTER

Statement	No. of Positive Responses/No. of Respondents	Percent of Positive Responses
10. The consultants were genuinely concerned with the progress of the participants	25/26	96%
11. The consultants' program activities were planned and presented in agreement with my perception of the workshop goals and objectives.	25/25	100
12. There was considerable agreement between the workshops' stated objectives and what I actually gained.	22/24	92
13. The ideas presented were appropriate for my background and needs.	22/25	88
14. The presentations stimulated further thought and interest about my daily working situation.	24/28	86
15. Some of the ideas gained in the workshops will be used in my daily working situation.	24/26	92
16. Some of the ideas gained in the workshops will be shared with my colleagues.	23/25	92
17. Others should be encouraged to be a part of this type of inservice.	25/26	96

APPENDIX F

PARENTS' PERCEPTIONS OF THE IN-SERVICE HIGH SCHOOL DEVELOPMENT CENTER

Table 13 shows that there were twenty-eight (28) instruments returned by the parents of the High School Development Center. The instrument contained fourteen (14) different statements dealing with the in-service training. The responses were analyzed for the percent of agreement by the respondents. The number and percent of respondents who marked "Strongly Agree" or "Agree" per item are presented below. Note that the percent is based on the number responding per item. Those who did not answer were excluded from the computation.

TABLE 13

PARENTS' PERCEPTIONS OF THE IN-SERVICE
HIGH SCHOOL DEVELOPMENT CENTER

Statement	No. of Positive Responses/No. of Respondents	Percent of Positive Responses
1. There was sufficient time to achieve the workshop's stated objectives.	28/30	93%
2. The physical setting and facilities were suitable for the workshop's functions.	30/30	100
3. The day, time of day, and/or general timing of the workshop(s) were appropriate for its purpose.	28/30	93
4. The workshop's activities were well structured and organized.	29/30	93
5. The training procedures used in the workshop(s) were appropriate to its goals.	29/30	97
6. The training procedures provided adequate opportunities for active involvement and personal discussions with the consultants and other participants.	29/30	97
7. The size of the workshop's training group was about right for its purpose.	30/30	100
8. The consultants were knowledgeable and skillful in their presentation of the program activities.	29/29	100

TABLE 13 (Cont'd)

PARENTS' PERCEPTIONS OF THE IN-SERVICE
HIGH SCHOOL DEVELOPMENT CENTER

	Statement	No. of Positive Responses/No. of Respondents	Percent of Positive Responses
9.	The consultants proceeded at a moderate enough pace allowing for a clear understanding by the participants.	29/30	97%
10.	The consultants were genuinely concerned with the progress of the participants.	30/30	100
11.	The skills and information presented in the workshop(s) were useful to me.	29/30	97
12.	Most of the ideas gained in the workshop(s) will be shared with other parents.	29/30	97
13.	Most of the ideas gained in the workshop(s) will be shared with other parents.	29/29	100
14.	Other parents should be encouraged to be a part of this type of in-service.	28/28	100